High Hills Elementary

4971 Frierson Road
Sumter, SC 29152

Grades	4−5 Elementary School	
Enrollment	534 Students	
Principal	Elizabeth Compton	803−499−3327
Superintendent	Dr. J. Frank Baker	803−469−6900
Board Chair	James Griffin	803−481−2147

The State of South Carolina

Annual School Report Card

2005

ABSOLUTE RATING   GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	45	39	2	0

IMPROVEMENT RATING   AVERAGE

ADEQUATE YEARLY PROGRESS   NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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PERFORMANCE TRENDS OVER 4−YEAR PERIOD

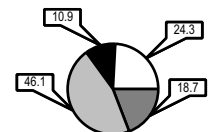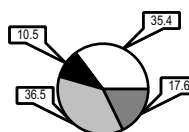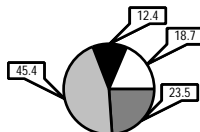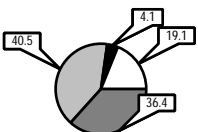|	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No
2005	Good	Average	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory − School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004−05 whose 2003−04 test scores were located.   90.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

English/Language Arts   **Mathematics**   **Science**   **Social Studies**

Our School

English/Language Arts: 54.4, 1.3, 14.1, 30.2
Mathematics: 13.7, 50.0, 9.3, 27.0
Science: 9.7, 31.2, 39.7, 19.4
Social Studies: 5.9, 21.1, 54.0, 19.0

Elementary Schools with Students like Ours

English/Language Arts: 40.5, 4.1, 19.1, 36.4
Mathematics: 12.4, 18.7, 45.4, 23.5
Science: 10.5, 35.4, 36.5, 17.6
Social Studies: 10.9, 24.3, 46.1, 18.7
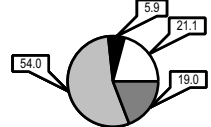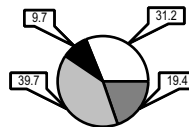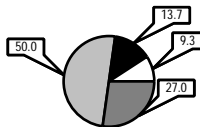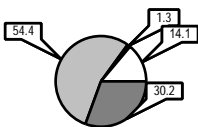
Definition of Critical Terms

⬛	**Advanced**	Very high score; very well prepared to work at next grade level; exceeded expectations
▨	**Proficient**	Well prepared to work at next grade level; met expectations
▦	**Basic**	Met standards; minimally prepared, can go to next grade level
☐	**Below Basic**	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts − State Performance Objective = 38.2%									
All Students	514	100.0	14.1	54.4	30.2	1.3	44.5	Yes	Yes
Gender									
Male	254	100.0	14.9	62.1	22.1	0.9	36.6		
Female	260	100.0	13.4	46.9	38.1	1.7	52.3		
Racial/Ethnic Group									
White	220	100.0	9.8	49.5	38.2	2.5	55.4	Yes	Yes
African American	270	100.0	18.1	58.9	22.6	0.4	34.3	Yes	Yes
Asian/Pacific Islander	11	100.0	10.0	40.0	50.0	0.0	60.0	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	453	100.0	9.1	56.3	33.2	1.4	50.0		
Disabled	61	100.0	50.0	41.4	8.6	0.0	5.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	514	100.0	14.1	54.4	30.2	1.3	44.5		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	512	100.0	14.0	54.5	30.2	1.3	44.6		
Socio−Economic Status									
Subsidized meals	315	100.0	17.0	58.1	24.2	0.7	36.7	Yes	Yes
Full−pay meals	199	100.0	9.7	48.6	39.5	2.2	56.8		
Mathematics − State Performance Objective = 36.7%									
All Students	514	100.0	9.3	50.0	27.0	13.7	57.8	Yes	Yes
Gender									
Male	254	100.0	8.5	46.8	28.9	15.7	59.6		
Female	260	100.0	10.0	53.1	25.1	11.7	56.1		
Racial/Ethnic Group									
White	220	100.0	6.4	40.2	29.4	24.0	69.1	Yes	Yes
African American	270	100.0	11.7	58.9	24.2	5.2	46.4	Yes	Yes
Asian/Pacific Islander	11	100.0	0.0	50.0	20.0	30.0	100.0	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	453	100.0	6.0	49.0	29.8	15.1	63.0		
Disabled	61	100.0	32.8	56.9	6.9	3.4	20.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non−Migrant	514	100.0	9.3	50.0	27.0	13.7	57.8		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	512	100.0	9.1	50.1	27.1	13.7	57.9		
Socio−Economic Status									
Subsidized meals	315	100.0	11.4	55.4	24.6	8.7	51.6	Yes	Yes
Full−pay meals	199	100.0	5.9	41.6	30.8	21.6	67.6		

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
Science							
All Students	514	100.0	31.2	39.7	19.4	9.7	29.1
Gender							
Male	254	100.0	30.6	39.1	17.9	12.3	30.2
Female	260	100.0	31.8	40.2	20.9	7.1	28.0
Racial/Ethnic Group							
White	220	100.0	23.0	33.8	26.5	16.7	43.1
African American	270	100.0	39.5	43.5	13.7	3.2	16.9
Asian/Pacific Islander	11	100.0	0.0	50.0	20.0	30.0	50.0
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	453	100.0	25.2	42.3	21.6	10.8	32.5
Disabled	61	100.0	74.1	20.7	3.4	1.7	5.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	514	100.0	31.2	39.7	19.4	9.7	29.1
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	512	100.0	31.1	39.7	19.5	9.7	29.2
Socio−Economic Status							
Subsidized meals	315	100.0	40.1	38.1	15.2	6.6	21.8
Full−pay meals	199	100.0	17.3	42.2	25.9	14.6	40.5
Social Studies							
All Students	514	100.0	21.1	54.0	19.0	5.9	24.9
Gender							
Male	254	100.0	20.4	51.5	20.9	7.2	28.1
Female	260	100.0	21.8	56.5	17.2	4.6	21.8
Racial/Ethnic Group							
White	220	100.0	14.2	51.0	26.0	8.8	34.8
African American	270	100.0	27.4	56.9	12.9	2.8	15.7
Asian/Pacific Islander	11	100.0	10.0	30.0	40.0	20.0	60.0
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	453	100.0	16.3	55.8	21.2	6.7	27.9
Disabled	61	100.0	55.2	41.4	3.4	0.0	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	514	100.0	21.1	54.0	19.0	5.9	24.9
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	512	100.0	20.9	54.1	19.0	5.9	24.9
Socio−Economic Status							
Subsidized meals	315	100.0	27.3	53.6	15.9	3.1	19.0
Full−pay meals	199	100.0	11.4	54.6	23.8	10.3	34.1

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
2004							
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	262	99.6	10.9	44.1	42.2	2.7	44.9
5	281	99.3	22.8	53.7	22.8	0.7	23.5
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005							
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	270	100.0	12.6	50.6	34.4	2.4	36.8
5	244	100.0	15.9	58.6	25.6	0.0	25.6
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics							
2004							
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	262	99.6	7.0	43.8	25.8	23.4	49.2
5	281	98.9	17.3	50.2	21.4	11.1	32.5
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005							
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	270	100.0	7.7	44.1	33.2	15.0	48.2
5	244	100.0	11.0	56.4	20.3	12.3	32.6
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science							
2004							
3							
4							
5							
6							
7							
8							
2005							
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	270	100.0	29.1	37.7	24.7	8.5	33.2
5	244	100.0	33.5	41.9	13.7	11.0	24.7
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies							
2004							
3							
4							
5							
6							
7							
8							
2005							
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	270	100.0	18.2	61.1	16.2	4.5	20.6
5	244	100.0	24.2	46.3	22.0	7.5	29.5
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data
N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 534)				
First graders who attended full−day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.9%	Down from 1.6%	3.1%	3.0%
Attendance rate	96.9%	Up from 96.7%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.3%	Down from 5.2%	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.3%	Down from 5.0%	3.6%	3.2%
Eligible for gifted and talented	19.8%	Up from 19.4%	13.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.5%	Down from 11.5%	9.1%	8.2%
Older than usual for grade	5.1%	Up from 4.4%	0.8%	0.9%
Out−of−school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	52.9%	Up from 51.5%	54.2%	52.6%
Continuing contract teachers	79.4%	Up from 78.8%	85.9%	83.3%
Highly qualified teachers	90.9%	Down from 96.6%	92.6%	93.5%
Teachers with emergency or provisional certificates	10.0%	Up from 7.1%	0.0%	0.0%
Teachers returning from previous year	73.4%	Down from 80.2%	88.3%	87.0%
Teacher attendance rate	94.3%	Down from 95.9%	95.2%	95.0%
Average teacher salary	$38,603	Up 3.9%	$41,812	$41,703
Prof. development days/teacher	27.7 days	Up from 22.0 days	12.8 days	12.8 days
School				
Principal's years at school	1.0	Down from 8.0	5.0	4.0
Student−teacher ratio in core subjects	18.6 to 1	Down from 19.3 to 1	18.9 to 1	18.8 to 1
Prime instructional time	89.7%	Down from 91.7%	89.8%	89.8%
Dollars spent per pupil*	$4,951	Up 7.6%	$6,144	$6,242
Percent of expenditures for teacher salaries*	64.8%	Up from 62.3%	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 93.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	89.4%
Highly qualified teachers in high poverty schools	89.8%	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

High Hills Elementary, a "Red Carpet," Title I school provides students in grades four and five a great place to learn. We have a highly transient population; however, our school and district personnel, parents, community members and students work together effectively to create a positive and inviting learning environment and "A School That Works."

Our teachers continue to use unit plans, which address state standards and provide students with critical thinking skills and problem solving activities. This year, our teachers have attended a number of workshops and completed a book study, Understanding the Frameworks of Poverty by Dr. Ruby Payne, to assist them in addressing the needs of their students. The entire staff is also in a literacy class together, which offers various approaches in teaching reading strategies to students.   We also utilize educational research and test data to focus on programs that will help to increase student achievement.   We have integrated "Panther Academy" into our weekly schedule and the child study team, computer lab, Accelerated Reader program, academic plans, parent volunteers and parenting workshops are other programs in place to meet the needs of the students at High Hills. We continue to use the school-wide homework policy for our students, which clearly delineates the responsibilities for parents, students and teachers.

Although our school goal of every child scoring proficient or advanced on the PACT has not yet been attained, our students have made progress in all subject areas. We will continue to utilize research, involve our parents and community members, and focus on appropriate academic planning and instruction to improve the achievement of each child attending High Hills Elementary School.

Elizabeth Compton
Principal

Charles Evans
School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	216	123
Percent satisfied with learning environment	92.1%	81.5%	73.6%
Percent satisfied with social and physical environment	100.0%	80.0%	79.5%
Percent satisfied with school−home relations	84.2%	86.9%	60.8%

*Only students at the highest elementary school grade level at this school and their parents were included.